

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
HISTORY B (MODERN WORLD)**

British Depth Study, 1890–1918

**A972/21**

Candidates answer on the answer booklet.

**OCR supplied materials:**

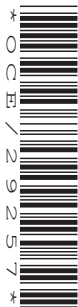
- 8 page answer booklet  
(sent with general stationery)

**Other materials required:**

None

**Tuesday 14 June 2011  
Afternoon**

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Study the Background Information and the sources carefully. You should spend at least ten minutes doing this.
- Answer **all** the questions.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- This document consists of **10** pages. Any blank pages are indicated.

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### How was British society changed, 1890–1918?

**Study the Background Information and the sources carefully. You should spend at least ten minutes doing this.**

**In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.**

**Answer ALL the questions.**

**1 Study Source A.**

What is the message of this cartoon? Use details of the source and your knowledge to explain your answer. [7]

**2 Study Sources B and C.**

Which source do you trust more about the experiences of women working in the munitions industry? Use details of the sources and your knowledge to explain your answer. [8]

**3 Study Source D.**

How far are you surprised by this source? Use details of the source and your knowledge to explain your answer. [7]

**4 Study Source E.**

Why did the government publish this poster in 1916? Use details of the source and your knowledge to explain your answer. [8]

**5 Study Sources F and G.**

Is one of these sources more useful than the other to an historian? Use details of the sources and your knowledge to explain your answer. [8]

**6 Study **all** the sources, A–H.**

‘The First World War made life worse for civilians in Britain.’

How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. [12]

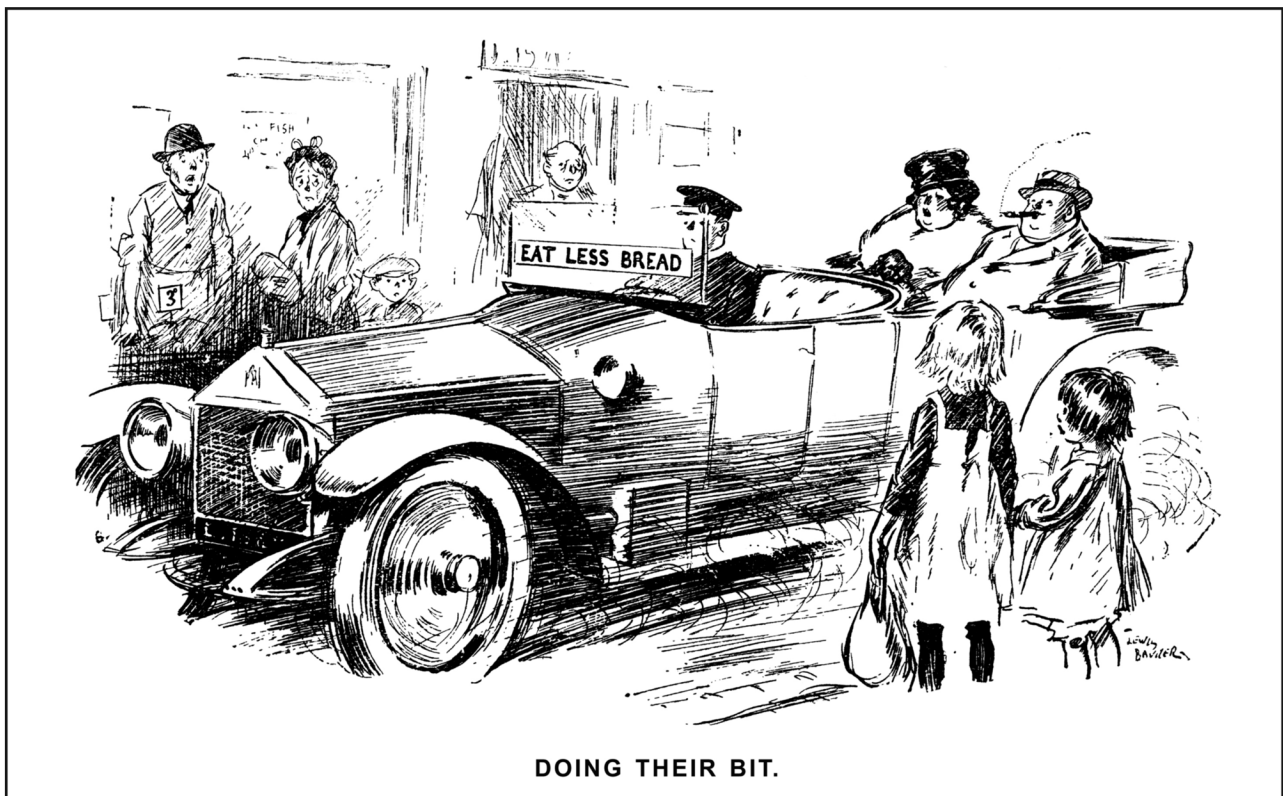
## How was British society changed, 1890–1918?

### The impact of the First World War on civilians

#### Background Information

During the First World War the lives of civilians were greatly affected by the war. The war brought many changes to people's everyday lives. It brought hardships for some people and opportunities for others, but not all civilians were affected in the same way. So did the changes which the war brought make life better or worse for civilians?

#### SOURCE A



*A cartoon about the rich from a British magazine published in 1917.*

**SOURCE B**

I thought, I haven't got any brothers to fight in France, so I am going to do the next best thing – work on munitions, and I was quite pleased to do it. I gave it my best, I was a conscientious kind of person. We were proud of our shift. It was hard work and a bit dangerous but you never thought of that. Then one day all that changed. There was an explosion and several men and women were killed. I had some bad burns and terrible after-effects from the shock, but I was lucky really. After that my dad said I was not going back.

*A munitions worker describing her experiences in 1917.*

**SOURCE C**

*A British government poster published in 1917.*



## SOURCE D

Dad supported the war. He volunteered for the army but they told him he would be more useful as a miner. He was a quiet, patriotic man and he did not want to go on strike especially with the war on, but he decided to go along with the majority when they came out on strike. I can't remember how long the strike lasted, but they got what they wanted. I think they were awarded two shillings a week extra and then Dad had to admit that perhaps it was worth it after all. Everyone was delighted. We even sang a song at school to celebrate the end of the strike.

*The daughter of a coal miner describing the events of 1915 in South Wales.*

## SOURCE E



*A British government poster published in 1916.*

**SOURCE F**

AIR RAID 13 <sup>th</sup> June 1917 Summary of available information					
Time	Place	Bombs dropped	Casualties		Damage
			Killed	Injured	
10.45pm to 11.30pm	Kent, Essex and London	25	85	425	120 houses Iron foundry Liverpool Street Station
<b>NOTES</b> Casualty numbers are believed to be correct but additional information may emerge in the next day or two.					

*A police report on the effects of an air raid in June 1917.*

**SOURCE G**

The most recent zeppelin raid appears to have been carried out by ten or more zeppelins. Of these, only five reached the London area and the rest left the country causing no damage. Of the five zeppelins which approached London, only one got through the city's defences. This zeppelin dropped three bombs which caused a small amount of damage and a small loss of life. Sad though this is, it is clear that the government's actions in strengthening the country's air defences are proving successful.

*From a speech by a government minister in October 1917.*

**SOURCE H**

Workers in some industries, such as steel and chemicals, have enjoyed wage rises of up to 120 per cent during the war. However, taking all industries together, the increases in wages average around 35 to 40 per cent. This figure is much lower than the average increase in the cost of living, which is estimated at about 80 per cent. The great bulk of the working classes are in a much worse position than before the war.

*A government report published during the war in 1918.*

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